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ABSTRACT

This document focuses on Ohio's need for a skilled workforce. It begins by introducing the Specialization Ohio Integrated Technical and Academic Competency (ITAC) profiles. Each Specialization ITAC represents a profile of the professional or occupational competencies deemed essential for a person to perform proficiently when graduating from the specialization workforce development programs in Business and Marketing, Industrial and Engineering Systems, Health Occupations, or Family and Consumer Sciences. The Specialization ITAC profile, in conjunction with the competencies identified in the Foundation and Clusters ITACs, provide a career pathway that can lead to employment or further education. After discussing the process and intent of the integrated competency lists, the document examines curriculum applications using the ITAC competency profiles. It goes on to present an overview of the teaching professions, including general educator, child care worker, special educator, teacher aide, educational assistant, sport and physical education instructor and coach, education administrator, career-technical teacher, and teacher professional. Finally, it reviews: orientation to the teaching professions, subject matter knowledge, understanding the learner, communication skills, planning instruction, teaching strategies, learning environment, assessing teaching and learning, school/society relationships, technology skills, and professional development. (SM)

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Acknowledgements

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Introduction to the Specialization ITAC

Revised 2001

The Ohio Integrated Technical and Academic Competency (ITAC) profiles are developed under the auspices of the Ohio Department of Education and the Ohio State Board of Education. They provide a broad-based educational response to Ohio's need for a skilled workforce. Each Specialization ITAC represents a profile of the professional or occupational competencies deemed essential for a graduate to perform proficiently when he or she graduates from the specialization workforce development programs in Business and Marketing, Industrial and Engineering Systems, Health Occupations, or Family and Consumer Sciences. The Specialization ITAC profile, in conjunction with the competencies identified in the Foundation and Clusters ITACs, provide a career pathway that can lead to employment or further education.

Process and Intent

The integrated competency lists are the result of all encompassing research and review of existing competency profile lists and includes input from industry, labor, professional organizations, professional and industrial representation, and national standards for a specific industry/profession. Representatives from a broad cross-section of Ohio professional organizations, businesses/professions, industry, and labor played a critical role in identifying current and future knowledge and skills for the industry, and defining the vision and scope of the profession/industry. The instructional methods and teaching strategies are the responsibility of the local school system and/or instructor.

Curriculum Applications Using the ITAC Competency Profiles

Each profile includes a comprehensive listing of occupational skill competencies that reflect the job opportunities and skills that are required to work in a specific profession/career pathway. Critical academic, employability and information technology skills have been integrated throughout the list to support the technical skills. These competency profiles will be used as the basis for curriculum development in Ohio's secondary, adult, and post-secondary programs. The specialization competency profiles are organized so that they can be clustered or grouped in a modular approach. Individual curriculum specialists can use the competencies profiles to develop instructional programs based on local needs as determined in conjunction with their local advisory committees. i.e., the specialization cluster academy approach. Final assessments will be designed to accompany each profile list and to accommodate student evaluation by modules.

Career Pathways | FasTrak ITACs

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Overview

Teaching Professions

Current educational research clearly supports that high-quality teachers make a difference in student learning. According to the National Board for Professional Teaching Standards (NBPTS), "What teachers know and can do is the single most important influence on what students learn". Betty Castor, President of the National Board for Professional Teaching Standards, calls the teacher the "heart of education."

A teacher's work is complex. It requires multiple, critical decisions that are made quickly and that are clearly based on defensible criteria. Effective teachers must be committed to students and their learning. They must know their subject matter with such depth that they can translate it for their students in clear, multiple, relevant, and challenging ways. They must know how students develop intellectually, socially, and emotionally. They must understand the processes of learning. They must command a broad range of teaching strategies. They must use the latest instructional technologies. They must assume responsibility for managing and monitoring student learning. They must embrace change and understand the dynamics of change. A teaching career is a continuum beginning with recruitment through lifelong professional development. Thus, teachers must become members of learning communities, think systematically about their practice, and learn from experience.

Teaching careers include occupations such as elementary teachers, secondary school teachers, child care workers, special education teachers, teacher aides and educational assistants, sports and physical education instructors and coaches, education administrators, career-technical teachers, and teaching paraprofessionals. Most teaching occupations require postsecondary education and training: associate degree, bachelor's degree, or graduate degree. Some teaching occupations require work experience, and a few are entry-level, requiring little training.

65.00.00.0 Teaching Profession

65.01.00.0 Orientation to the Teaching Profession

65.01.01.0 Explore the teaching profession

65.01.01.01 Define the meaning of a professional career
65.01.01.02 Match the characteristics of a profession to the characteristics of the practice of teaching
65.01.01.03 Identify career opportunities for teachers
65.01.01.04 Report current demographic information affecting the teaching profession (e.g., employment trends, salaries, student enrollment projections)
65.01.01.05 Report educational teaching pathways (i.e., pre-school, elementary school, middle school, high school, special education, and career-technical education)
65.01.01.06 Identify established codes of ethics for teachers
65.01.01.07 Outline the history and functions of labor unions in education
65.01.01.08 Identify legal responsibilities and liabilities of teachers
65.01.01.09 Identify health and safety issues in the school
65.01.01.10 Identify local, state, and national public policy and educational goals

65.01.02.0 Determine knowledge and skills needed to work in the teaching

65.01.02.01 Identify skills required for teaching
65.01.02.02 Identify certification/licensure/entry-year requirements/options for teaching in Ohio and other states

65.01.03.0 Demonstrate personal characteristics needed to work in the teaching profession

65.01.03.01 Demonstrate an open-minded view of possible career options
65.01.03.02 Self-assess the match between own personal characteristics/skills and the needed characteristics/skills of an effective teacher

65.01.04.0 Prepare to work in the teaching profession

65.01.04.01 Construct clear personal educational goals/objectives and plans for meeting those goals
65.01.04.02 Prepare a personal career plan
65.01.04.03 Research post-secondary options (e.g., program quality, financial considerations)
65.01.04.04 Complete post-secondary applications

65.02.00.0 Subject Matter Knowledge

65.02.01.0 Demonstrate excellence in subject matter

65.02.01.01 Demonstrate knowledge in one or more subjects
65.02.01.02 Identify sources and methods for updating knowledge and skills
65.02.01.03 Identify contributions of past and present leaders in a specific discipline
65.02.01.04 Explain a specific discipline's place in the school-wide curriculum
65.02.01.05 Explain how a specific discipline is connected to other disciplines in the school-wide curriculum
65.02.01.06 Identify content standards and their source(s) for a specific discipline
65.02.01.07 Explain the importance of reading skills for personal and social growth, and for the achievement of excellence in all subject matters
65.02.01.08 Identify contributions of past and present literacy leaders

65.02.02.0 Analyze the importance of subject matter knowledge and integrated learning

65.02.02.01 Exhibit enthusiasm for a specific subject matter
65.02.02.02 Define knowledge in a specific discipline as an evolving construct
65.02.02.03 State a commitment to continuous learning in a specific discipline
65.02.02.04 Define reading and writing skills as essential for lifelong learning

65.02.03.0 Demonstrate the personal development of language arts skills

65.02.03.01 Employ effective techniques and strategies for the ongoing independent development of word identification, spelling skills, and vocabulary acquisition
65.02.03.02 Vary reading rate according to the purpose and difficulty of material
65.02.03.03 Draft, revise, and edit written work

65.02.04.0 Demonstrate the personal development of subject-specific skills

65.02.04.01 Engage in generating knowledge, testing hypotheses, and using methods of inquiry and standards of evidence for a specific discipline
65.02.04.02 Use technology to engage in generating knowledge, testing hypotheses, and using methods of inquiry and standards of evidence for a specific discipline
65.02.04.03 Integrate a specific discipline's knowledge with that of other disciplines
65.02.04.04 Update discipline knowledge

65.02.05.0 Demonstrate teaching skills that support learners in the development of subject-matter-knowledge and integrated learning

65.02.05.01 Support the process of reading skill development in learners
65.02.05.02 Integrate language arts into subject-matter instruction
65.02.05.03 Evaluate critically a specific discipline's teaching resources and curricular materials, including the evaluation of literacy characteristics

65.03.00.0 Understanding the Learner

65.03.01.0 Describe the learning process

65.03.01.01 Explain concepts of intellectual, social, and emotional human development
65.03.01.02 Explain concepts of learning (i.e., how learning occurs)
65.03.01.03 Explain concepts of language development and new language acquisition
65.03.01.04 Define higher-order thinking skills
65.03.01.05 Define metacognition
65.03.01.06 Describe examples of diversity and how they affect the learning process (e.g., cultural, religious, regional, ethnic, physical)
65.03.01.07 Define exceptional learning needs of students
65.03.01.08 Define types of learner exceptionality (e.g., physical and health disabilities, learning disabilities, mental retardation, emotional and behavioral disorders, giftedness)
65.03.01.09 Define inclusion giving examples of its application
65.03.01.10 Identify services and resources to meet exceptional learning needs
65.03.01.11 Research sources of knowledge about community culture

65.03.02.0 Analyze teacher behaviors that facilitate the learning process

65.03.02.01 Express belief in the worth of all human beings
65.03.02.02 State a commitment to the self-confidence, competence, and self-worth of learners
65.03.02.03 Interact freely and respectfully with individuals with diverse characteristics and talents
65.03.02.04 Display sensitivity to cultural norms
65.03.02.05 Identify a goal of equity rather than equal treatment for individuals
65.03.02.06 Express the belief that all students can learn
65.03.02.07 Define intelligence broadly and variably to include multiple factors, including culture
65.03.02.08 Define higher-order thinking as a hallmark of learning
65.03.02.09 State a commitment to individual excellence and high performance standards from learners
65.03.02.10 Explain that individuals learn at different paces even when exposed to the same educational experiences
65.03.02.11 Demonstrate respect for the diverse interests of students (e.g., classic literature, automobiles, family, politics)
65.03.02.12 Welcome all students into learning environments

65.03.03.0 Demonstrate the personal development of learning skills

65.03.03.01 Demonstrate metacognition, including its application to reading, writing, listening, and speaking
65.03.03.02 Describe own learning style

65.03.04.0 Demonstrate teaching skills that promote learning

65.03.04.01 Demonstrate thorough, equitable, and insightful observation skills
65.03.04.02 Encourage metacognition in learners, including its application to reading, writing, listening, and speaking
65.03.04.03 Encourage learners to reflect on prior knowledge linking it to new learning
65.03.04.04 Encourage self-confidence, self-respect, competence, and self-worth in learners
65.03.04.05 Encourage learner responsibility for own learning
65.03.04.06 Treat learners equitably
65.03.04.07 Explain how individual differences impact learning
65.03.04.08 Foster a learning environment in which individual differences are recognized
65.03.04.09 Adapt instructional design to meet diverse needs of learners (e.g., approaches, time, circumstances for work, tasks assigned, communication, response modes)
65.03.04.10 Adapt the physical learning environment to meet diverse needs of learners
65.03.04.11 Incorporate community culture and resources into instruction
65.03.04.12 Link expected outcomes to instructional design adaptation
65.03.04.13 Foster out-of-class learning

65.04.00.0 Communication Skills

65.04.01.0 Analyze communications

65.04.01.01 Explain the role of language and communication in learning
65.04.01.02 Explain the interrelationships among reading, writing, listening, speaking, viewing, and visual
65.04.01.03 Explain concepts of communication in complex social settings
65.04.01.04 Explain methods for assessing communication

65.04.02.0 Evaluate the importance of communication

65.04.02.01 Explain why language is powerful
65.04.02.02 State the importance of verbal, non-verbal, and written communication
65.04.02.03 Express a belief that there are varied ways to communicate effectively

65.04.03.0 Demonstrate effective personal communication skills

65.04.03.01 Use effective verbal and non-verbal communication
65.04.03.02 Use effective written communication
65.04.03.03 Use effective technological communication (e.g., e-mail, authoring, collaborative writing, video conferencing, publication, facsimile, Internet)
65.04.03.04 Use cultural and gender sensitivity in communication

65.04.04.0 Demonstrate effective communication skills in teaching

65.04.04.01 Give clear directions
65.04.04.02 Use suitable vocabulary for the subject matter
65.04.04.03 Support written, oral, and media communication by learners
65.04.04.04 Support literacy learning opportunities for learners (i.e., as readers, writers, thinkers, reactors, and responders)
65.04.04.05 Foster cultural and gender sensitivity in communication among learners
65.04.04.06 Use a variety of media communication tools, including educational technology
65.04.04.07 Describe effective communication with parents/guardians (e.g., parent/teacher conferences, written communications, telephone conferences, off-site visits)

65.05.00.0 Planning Instruction

65.05.01.0 Analyze components of instructional planning

65.05.01.01 Define the concepts of vision, mission, goal, and objective giving examples of each
65.05.01.02 Differentiate between content, process, and disposition
65.05.01.03 Identify available curricular resources, including ways the community can serve as an educational
65.05.01.04 Explain that goals, instruction, and assessment should be aligned

65.05.02.0 Explain the rationale for instructional planning

65.05.02.01 Explain that means and ends are related
65.05.02.02 Explain that teaching actions have consequences
65.05.02.03 Explain the importance of long-term and short-term planning
65.05.02.04 Explain that multiple ways exist to meet goals
65.05.02.05 Define instructional planning as a collegial activity
65.05.02.06 Explain the Importance of integrated curriculum
65.05.02.07 Explain the Importance of flexibility when effecting instructional plans in the classroom

65.05.03.0 Demonstrate teacher planning to meet instructional goals

65.05.03.01 State clear long- and short-term educational goals and objectives for learners
65.05.03.02 Plan ways to aid learners in meeting goals and objectives
65.05.03.03 Prepare long-term and short-term instructional plans
65.05.03.04 Explain the alignment of specific goals, instructional plans, and assessment
65.05.03.05 Evaluate resources and curricular materials
65.05.03.06 Plan learning experiences
65.05.03.07 Adapt instructional plans based on the progress and motivation of learners
65.05.03.08 Adapt instructional plans based on unexpected events

65.06.00.0 Teaching Strategies

65.06.01.0 Explain concepts for developing effective instructional strategies

65.06.01.01 Define the concepts that form a problem-solving model(s)
65.06.01.02 Define critical thinking, giving examples
65.06.01.03 Define inductive and deductive thinking, giving teaching/learning examples of each
65.06.01.04 Analyze the concept of critical reflection
65.06.01.05 Identify a variety of general instructional techniques and strategies explaining the appropriate use of
65.06.01.06 Identify a variety of specialized, subject-matter related techniques and strategies for conveying/revealing specific subject matter
65.06.01.07 Explain the concept of character education

65.06.02.0 Analyze characteristics, skills, and resources necessary for effective teaching

65.06.02.01 Exhibit creativity and imagination
65.06.02.02 Exhibit flexibility
65.06.02.03 Explain the importance of self-sufficiency and independent problem solving for learners
65.06.02.04 Explain the importance of skill mastery
65.06.02.05 Explain the importance of critical thinking
65.06.02.06 Explain the importance of educational technology
65.06.02.07 Explain the importance of intellectual risk-taking
65.06.02.08 Define the community as a teaching laboratory

65.06.03.0 Demonstrate thinking skills necessary for effective teaching

65.06.03.01 Demonstrate use of problem-solving skills
65.06.03.02 Demonstrate critical thinking
65.06.03.03 Demonstrate use of reasoning skills that include taking multiple perspectives

65.06.04.0 Utilize teaching strategies

65.06.04.01 Plan instructional strategies to meet goals and objectives
65.06.04.02 Use multiple ways to make knowledge accessible to learners
65.06.04.03 Use a variety of instructional strategies
65.06.04.04 Integrate character education concepts into instructional strategies
65.06.04.05 Use appropriate human and instructional technology
65.06.04.06 Use appropriate teaching aids
65.06.04.07 Use appropriate nonverbal behavior (e.g., gestures, walking, eye contact)
65.06.04.08 Adjust instructional strategies based on learner feedback
65.06.04.09 Provide feedback to learners
65.06.04.10 Improvise teaching behavior in unexpected situations

65.07.00.0 Learning Environment

65.07.01.0 Describe effective learning environments

65.07.01.01 Explain the role of peers in a learning climate
65.07.01.02 Identify cultural mores, values, and traditions that guide personal conduct
65.07.01.03 Explain ways that environment and culture influence behavior
65.07.01.04 Explain concepts of classroom management
65.07.01.05 Explain concepts of conflict resolution

65.07.02.0 Demonstrate teacher characteristics that promote a learning

65.07.02.01 Exhibit positive teaching characteristics (i.e., warmth, caring, friendliness, openness, compassion, tolerance, honesty, fairness, enthusiasm, cheerfulness)
65.07.02.02 Exhibit appropriate use of humor
65.07.02.03 Exhibit a sense of responsibility for the learning climate
65.07.02.04 Explain that a teacher is a role model
65.07.02.05 Express a commitment to the total well-being of students
65.07.02.06 Express a commitment to democratic principles
65.07.02.07 Avoid exhibiting prejudice and favoritism
65.07.02.08 Exhibit comfort in using and following authority
65.07.02.09 State the importance of trusting others
65.07.02.10 Express respect for the rights of others
65.07.02.11 Express respect for privacy and confidentiality
65.07.02.12 Define self-motivation as essential for lifelong growth and learning
65.07.02.13 Explain that individuals respond to different motivational strategies
65.07.02.14 State the importance of peers learning from peers
65.07.02.15 Explain that all aspects of the learner's experience are important to teaching/learning

65.07.03.0 Develop personal skills that promote an effective learning

65.07.03.01 Participate in conflict resolution processes
65.07.03.02 Read/write independently for information, pleasure, and personal growth
65.07.03.03 Participate in a community of learners

65.07.04.0 Manage an effective learning environment

65.07.04.01 Establish a respectful learning environment
65.07.04.02 Treat others equitably (e.g., behavior expectations, learning opportunities, performance standards)
65.07.04.03 Allocate resources of time, space, and attention so they are available to all students
65.07.04.04 Foster a learning environment free of harassment, favoritism, and prejudice
65.07.04.05 Use a range of discipline and management techniques
65.07.04.06 Post appropriate behavior expectations
65.07.04.07 Maintain composure under stress
65.07.04.08 Exhibit appropriate reactions in difficult situations
65.07.04.09 Foster the self-expression of learners
65.07.04.10 Foster active inquiry, collaboration, and supportive interaction among individuals and groups
65.07.04.11 Foster learner interest and growth in all aspects of literacy

65.08.00.0 Assessing Teaching and Learning

65.08.01.0 Describe assessment as part of the learning process

65.08.01.01 Explain how objectives, instruction, and assessment should be aligned
65.08.01.02 Define the purpose of assessment
65.08.01.03 Explain concepts of measurement
65.08.01.04 Identify a variety of formal and informal methods of measurement
65.08.01.05 Explain the role of statistical concepts in measurement
65.08.01.06 Explain advantages and disadvantages of standardized tests
65.08.01.07 Describe the use of a portfolio for assessment
65.08.01.08 Define the PRAXIS four domains of teaching (i.e., organizing content knowledge for student learning, creating an environment for student learning, teaching for student learning, and teacher professionalism)
65.08.01.09 Explain the importance of sharing performance information with parents/guardians, learners, and colleagues
65.08.01.10 Explain the importance of maintaining thorough, organized, accurate records of learner assignments and learner progress

65.08.02.0 Analyze assessment as part of the learning process

65.08.02.01 Define learning as an individual pursuit rather than a class outcome
65.08.02.02 Define assessment as a means for improvement of instruction and learning
65.08.02.03 Explain the importance of multiple measures (e.g., longitudinal, summative, formative, rubrics, authentic assessment, external audiences)

65.08.03.0 Assess personal growth

65.08.03.01 Self-assess personal learning progress
65.08.03.02 Analyze a personal teaching/learning portfolio

65.08.04.0 Use assessment to foster learning

65.08.04.01 Create rubric for scoring
65.08.04.02 Use rubric for scoring
65.08.04.03 Select assessment tools matched to the purpose and timing of the assessment
65.08.04.04 Use a variety of formal and informal assessment techniques
65.08.04.05 Explain the alignment of specific objectives, instructional plans, and assessment
65.08.04.06 Explain performance to learners and peer colleagues
65.08.04.07 Require self-assessment by learners
65.08.04.08 Modify instructional plans and strategies based on assessment results

65.09.00.0 School/Society Relationships

65.09.01.0 Explain the relationship of school and society

65.09.01.01 Explain the role of education in society
65.09.01.02 Describe community characteristics and diversities
65.09.01.03 Explain the impact of environment and culture on teaching and learning (e.g., existence of substance abuse, the nature of community environments, health and economic conditions)
65.09.01.04 Explain the impact of home culture on learning
65.09.01.05 Identify specialized school resources for supporting students
65.09.01.06 Identify community resources for supporting students
65.09.01.07 Explain governance of schools at local level

65.09.02.0 Analyze the role of advocacy in teaching/learning

65.09.02.01 Explain the mutual benefits of interdependence among people, agencies, and institutions
65.09.02.02 Exhibit a willingness to give and receive help

65.09.03.0 Utilize school and community resources for personal growth

65.09.03.01 Use in-school and out-of-school resources to support own learning
65.09.03.02 Advocate for self as a learner

65.09.04.0 Support learning through advocacy

65.09.04.01 Construct a teaching philosophy
65.09.04.02 Exhibit alertness to signs of difficulties in teaching/learning
65.09.04.03 Advocate for learners
65.09.04.04 Use in-school and out-of-school resources to support learners

65.10.00.0 Technology Skills

65.10.01.0 Describe the role of technology in the instructional process

65.10.01.01 Explain concepts and operations of technology systems
65.10.01.02 Explain social, legal, ethical, and cultural issues related to technology, including copyright, privacy, security, and equitable access
65.10.01.03 Explain safety and health issues related to technology
65.10.01.04 Report research on teaching/learning with technology
65.10.01.05 Define standards for determining the credibility of information
65.10.01.06 Explain the transformation of the teacher's role with advancing technology

65.10.02.0 Analyze the importance of technology in education

65.10.02.01 Explain the benefits of technology to maximize in-class learning, out-of-class learning, collaboration, personal pursuits, productivity, and higher order thinking skills
65.10.02.02 Analyze the role of change in education
65.10.02.03 Demonstrate openness to change

65.10.03.0 Use technology to support own learning processes

65.10.03.01 Use common input/output devices
65.10.03.02 Use common technology concepts and tools across applications to navigate, create files, open existing files, cut/copy/paste, save, print and download, and install software
65.10.03.03 Demonstrate proper care of software and hardware
65.10.03.04 Solve routine hardware/software problems
65.10.03.05 Use technology systems, information, and services responsibly
65.10.03.06 Examine acceptable policies for use of technology in schools, including strategies for addressing threats to security
65.10.03.07 Advocate for legal/ethical behavior regarding the use of technology and information
65.10.03.08 Analyze advantages and disadvantages of widespread use and reliance on technology in teaching and in society as a whole
65.10.03.09 Use arithmetic and algebraic calculators
65.10.03.10 Use word processing, spreadsheet, database, and paint and draw applications to support and enhance teaching and learning
65.10.03.11 Use technology to enhance learning, productivity, and creativity
65.10.03.12 Use technology to communicate
65.10.03.13 Use technology to conduct research
65.10.03.14 Use technology to solve problems and make decisions
65.10.03.15 Demonstrate continual growth in skills with developing technologies

65.10.04.0 Use technology in the instructional process

65.10.04.01 Experience the use of technology in a specific content area
65.10.04.02 Analyze capabilities and limitations of current and developing technology resources with regard to teaching and learning in specific content areas
65.10.04.03 Evaluate technology-based instructional materials
65.10.04.04 Choose from available systems, resources, and services those suitable for specific content learning and teaching tasks
65.10.04.05 Identify technology resources available in a school
65.10.04.06 Advocate for equitable access to technology resources for all learners
65.10.04.07 Plan/design learning environments and experiences that are supported by technology
65.10.04.08 Incorporate technology-enhanced strategies into curriculum plans
65.10.04.09 Teach a lesson using technology
65.10.04.10 Explain technology-based assessment and evaluation strategies
65.10.04.11 Examine tools used to collect, analyze, interpret, represent, and communicate student performance data
65.10.04.12 Apply technology to assessment and evaluation
65.10.04.13 Identify opportunities for technology-based professional development for teachers
65.10.04.14 Use technology for continuous improvement in the practice of teaching

65.11.00.0 Professional Development

65.11.01.0 Identify ways to continue to grow professionally

65.11.01.01 Report research and scholarship that can improve teaching
65.11.01.02 Identify professional development resources
65.11.01.03 Explain professional collaboration
65.11.01.04 Identify tools for reflective practice, including peer coaching and portfolios
65.11.01.05 Identify professional teacher organizations and their mission/goals

65.11.02.0 Demonstrate teacher characteristics that promote professional development

65.11.02.01 Exhibit curiosity
65.11.02.02 Exhibit cooperation
65.11.02.03 Demonstrate an experimental and problem-solving intellectual orientation
65.11.02.04 Think flexibly
65.11.02.05 Think systematically about the practice of teaching
65.11.02.06 Define teaching as a complex activity
65.11.02.07 Demonstrate ease in making multiple decisions in a short period of time
65.11.02.08 Explain the importance of self-directed learning
65.11.02.09 Explain the importance of lifelong learning
65.11.02.10 Define teaching as a profession
65.11.02.11 State the importance of the teaching profession
65.11.02.12 Express pride in teaching
65.11.02.13 Explain the importance of collaboration in teaching
65.11.02.14 Explain the importance of a code of ethics
65.11.02.15 Express a personal objective of continuous improvement

65.11.03.0 Develop a professional growth plan

65.11.03.01 Participate in student teaching-focused organization(s)
65.11.03.02 Take considered intellectual risks
65.11.03.03 Contribute as a member of a learning community
65.11.03.04 Participate in peer study groups
65.11.03.05 Seek outside-the-classroom learning experiences
65.11.03.06 Prepare a teaching/learning portfolio

65.11.04.0 Use research and assessment to improve teaching

65.11.04.01 Conduct/share classroom research
65.11.04.02 Examine one's own practice of teaching
65.11.04.03 Adapt instructional planning and strategies based on analysis of feedback from others
65.11.04.04 Examine the practice of other teaching professionals
65.11.04.05 Observe teaching behaviors of peers to offer constructive input
65.11.04.06 Analyze the impact of personal biases on teaching/learning
65.11.04.07 Adapt instructional planning and strategies based on written reflections of teaching experiences
65.11.04.08 Explain the use of data (e.g., research, school performance statistics) as the basis for developing or adapting teaching behaviors
65.11.04.09 Seek the advice of others about teaching
65.11.04.10 Work collaboratively on developing and improving teaching behaviors